

## Pageland Elementary

715 W McGregor St.  
Pageland, South Carolina 29728

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	445 Students	
<b>Principal</b>	Jim Heffner	843-672-2400
<b>Superintendent</b>	John E. Williams, Jr., Ph.D.	843-623-2175
<b>Board Chair</b>	Jerry D. Holley	843-334-8420

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	15	58	35	1

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Below Average	No

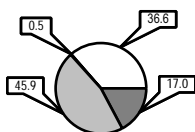
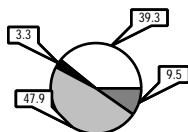
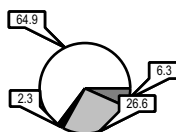
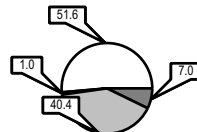
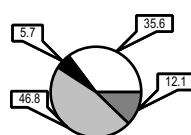
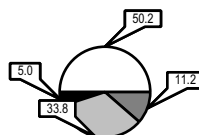
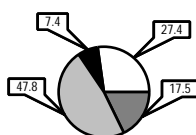
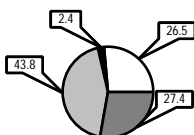
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	426	99.3	36.6	45.5	16.9	1.0	27.6	Yes	Yes
<b>Gender</b>									
Male	216	99.1	44.8	40.4	14.8	0.0	21.2		
Female	210	99.5	28.1	50.8	19.1	2.0	34.2		
<b>Racial/Ethnic Group</b>									
White	173	98.8	27.5	44.9	26.3	1.2	38.3	Yes	Yes
African American	221	99.6	42.4	45.4	11.2	1.0	21.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	32	100.0	46.7	50.0	3.3	0.0	13.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	339	99.7	31.5	49.1	18.8	0.6	30.6		
Disabled	87	97.7	57.7	30.8	9.0	2.6	15.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	426	99.3	36.6	45.5	16.9	1.0	27.6		
<b>English Proficiency</b>									
Limited English Proficient	22	100.0	61.9	33.3	4.8	0.0	4.8	I/S	I/S
Non-Limited English Proficient	404	99.3	35.2	46.2	17.6	1.0	28.9		
<b>Socio-Economic Status</b>									
Subsidized meals	341	99.4	42.1	45.2	11.8	0.9	22.4	No	Yes
Full-pay meals	85	98.8	14.8	46.9	37.0	1.2	48.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	426	99.5	39.5	47.4	9.7	3.5	24.6	Yes	Yes
<b>Gender</b>									
Male	216	99.1	39.9	46.8	8.4	4.9	24.6		
Female	210	100.0	39.0	48.0	11.0	2.0	24.5		
<b>Racial/Ethnic Group</b>									
White	173	98.8	29.9	47.3	16.2	6.6	38.9	Yes	Yes
African American	221	100.0	46.1	47.1	5.3	1.5	14.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	32	100.0	46.7	50.0	3.3	0.0	13.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	339	100.0	35.4	50.5	10.5	3.7	27.4		
Disabled	87	97.7	56.4	34.6	6.4	2.6	12.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	426	99.5	39.5	47.4	9.7	3.5	24.6		
<b>English Proficiency</b>									
Limited English Proficient	22	100.0	57.1	42.9	0.0	0.0	4.8	I/S	I/S
Non-Limited English Proficient	404	99.5	38.5	47.6	10.2	3.7	25.7		
<b>Socio-Economic Status</b>									
Subsidized meals	341	99.7	42.5	47.8	7.5	2.2	18.3	No	Yes
Full-pay meals	85	98.8	27.2	45.7	18.5	8.6	49.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	426	99.5	65.0	26.3	6.2	2.5	8.7
<b>Gender</b>							
Male	216	99.1	63.5	27.1	6.9	2.5	9.4
Female	210	100.0	66.5	25.5	5.5	2.5	8.0
<b>Racial/Ethnic Group</b>							
White	173	98.8	53.3	29.3	12.6	4.8	17.4
African American	221	100.0	73.3	23.8	1.9	1.0	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	32	100.0	73.3	26.7	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	339	100.0	61.5	28.3	7.7	2.5	10.2
Disabled	87	97.7	79.5	17.9	0.0	2.6	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	426	99.5	65.0	26.3	6.2	2.5	8.7
<b>English Proficiency</b>							
Limited English Proficient	22	100.0	85.7	14.3	0.0	0.0	0.0
Non-Limited English Proficient	404	99.5	63.9	27.0	6.5	2.6	9.2
<b>Socio-Economic Status</b>							
Subsidized meals	341	99.7	71.1	24.8	3.1	0.9	4.0
Full-pay meals	85	98.8	40.7	32.1	18.5	8.6	27.2

<b>Social Studies</b>							
All Students	426	99.5	52.1	40.0	6.9	1.0	7.9
<b>Gender</b>							
Male	216	99.1	55.2	35.0	8.9	1.0	9.9
Female	210	100.0	49.0	45.0	5.0	1.0	6.0
<b>Racial/Ethnic Group</b>							
White	173	98.8	40.7	47.3	9.6	2.4	12.0
African American	221	100.0	62.1	32.5	5.3	0.0	5.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	32	100.0	46.7	50.0	3.3	0.0	3.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	339	100.0	45.8	44.9	8.3	0.9	9.2
Disabled	87	97.7	78.2	19.2	1.3	1.3	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	426	99.5	52.1	40.0	6.9	1.0	7.9
<b>English Proficiency</b>							
Limited English Proficient	22	100.0	52.4	42.9	4.8	0.0	4.8
Non-Limited English Proficient	404	99.5	52.1	39.8	7.1	1.0	8.1
<b>Socio-Economic Status</b>							
Subsidized meals	341	99.7	58.7	35.4	5.9	0.0	5.9
Full-pay meals	85	98.8	25.9	58.0	11.1	4.9	16.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	136	98.5	33.1	36.2	28.5	2.3	30.8
	4	157	98.1	41.8	43.1	14.4	0.7	15.0
	5	162	100.0	39.8	49.1	11.2	N/A	11.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	148	98.7	29.7	44.2	25.4	0.7	26.1
	4	119	99.2	34.8	50.0	15.2	0.0	15.2
	5	159	100.0	43.5	44.9	10.9	0.7	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	136	98.5	43.1	52.3	4.6	N/A	4.6
	4	157	100.0	38.5	45.5	11.5	4.5	16.0
	5	162	100.0	37.9	50.9	6.8	4.3	11.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	148	99.3	41.0	49.6	7.9	1.4	9.4
	4	119	99.2	34.8	46.4	14.3	4.5	18.8
	5	159	100.0	40.8	47.6	7.5	4.1	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	148	99.3	60.4	33.8	5.8	0.0	5.8
	4	119	99.2	56.3	32.1	8.9	2.7	11.6
	5	159	100.0	75.5	15.6	4.8	4.1	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	148	99.3	41.7	48.9	8.6	0.7	9.4
	4	119	99.2	45.5	46.4	8.0	0.0	8.0
	5	159	100.0	65.3	27.9	4.8	2.0	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 445)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	5.1%	Down from 7.1%	3.5%	3.0%
Attendance rate	95.4%	Up from 94.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.3%	Down from 14.5%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.0%	Down from 11.7%	3.5%	3.2%
Eligible for gifted and talented	6.2%	Down from 7.1%	8.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.3%	Down from 16.9%	8.5%	8.2%
Older than usual for grade	2.9%	Down from 4.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	42.3%	Up from 40.0%	48.6%	52.6%
Continuing contract teachers	76.9%	Down from 88.0%	83.8%	83.3%
Highly qualified teachers	95.7%	Down from 96.0%	94.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.2%	87.0%
Teacher attendance rate	92.1%	Down from 94.8%	94.9%	95.0%
Average teacher salary	\$39,563	Up 3.8%	\$41,132	\$41,703
Prof. development days/teacher	16.7 days	Up from 5.2 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 23.5 to 1	18.2 to 1	18.8 to 1
Prime instructional time	86.2%	Down from 88.4%	89.7%	89.8%
Dollars spent per pupil*	\$5,283	N/A	\$6,564	\$6,242
Percent of expenditures for teacher salaries*	64.0%	N/A	64.7%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	83.1%	Up from 82.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	98.0%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been an outstanding year at Pageland Elementary School. Samples of our accomplishments are listed below.

All of our teachers took a graduate class together. The course, which was offered through The University of South Carolina, focused on community building and improving literacy instruction.

Computerized benchmark tests (MAP) were given to help improve PACT scores. MAP results, which were available within 48 hours of students taking the test, helped teachers individualize instruction for their students. From fall to spring, our reading growth was higher than that of the district average.

Sammie Garris was named Teacher of the Year. Dorshell Ellis and Tiffany Jenkins were named Instructional Assistants of the Year.

Participation in the Parent Teacher Organization (PTO) drastically improved from the previous year. Parents who were involved in the PTO, served on committees, recruited volunteers, organized dances, worked at the fall carnival, served on the yearbook staff, and led efforts to get playground equipment for our students.

Title I funds helped our school in many ways. Through the funds, a teacher was added to reduce class size. A literacy coach was added to assist teachers in improving literacy instruction. Two instructional assistants were funded to help work with students. In addition, the funds were used to purchase instructional materials for students.

The Twenty-first Century Grant provided an after-school program to enrich students' academic, social, artistic, and communication skills. Over the course of the school year, the program served over one hundred of our students.

The 2004-05 school year was the second year of existence for Pageland Elementary School. In reflecting back, we are extremely pleased with the academic and social progress made by our students. Such progress makes us very optimistic about the future successes that our students will achieve.

David Nutt, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	27	114	68
Percent satisfied with learning environment	70.4%	79.1%	79.1%
Percent satisfied with social and physical environment	76.9%	77.3%	74.2%
Percent satisfied with school-home relations	33.3%	82.9%	77.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.